Budget Policies	
Colorado Constitutional Budget Provisions	Constitutional budget provisions impact the amount of general fund available for higher education and leave higher education the largest discretionary budget item that can be cut in a downturn.
	Such provisions include:
	Gallagher Amendment (1982) - The Gallagher Amendment impacts how much Colorado homeowners pay in property taxes. Under the Gallagher Amendment, the portion of residential property that is subject to taxation (called the "assessed value") drops when residential property values statewide grow faster than nonresidential properties. In other words, when home values grow faster than business values, homeowners pay proportionately less.
	Since 1982, residential property values in Colorado have grown faster than nonresidential properties, causing the assessment rate on residential properties to drop from 21 percent in 1982 to 7.96% today. The assessment rate on Colorado businesses is 29%.
	TABOR (1992)–Colorado's TABOR amendment restricts revenues for all levels of government (state, local, and schools). Under TABOR, state and local governments cannot raise tax rates without voter approval and cannot spend revenues collected under existing tax rates if revenues grow faster than the rate of inflation and population growth, without voter approval.
	Under TABOR, the state has returned more than \$2 billion to taxpayers rather than using these funds to pay for K-12 education, higher education, transportation, public health services, public safety and other services.
	In 2005, Colorado voters approved Referendum C, which suspended the revenue limit in TABOR from 2006 to 2010 and modified it for future years.
	Amendment 23 (2000)- Funding for K-12 education deteriorated after TABOR passed, and Colorado voters responded by passing Amendment 23, which guarantees minimum levels of funding for education. Under Amendment 23, perpupil funding is required to keep pace with the rate of inflation. Additionally, between 2002 and 2011 an extra one percent is added each year in order to restore cuts.
College Opportunity Fund Program	The College Opportunity Fund Program is a policy that finances higher education primarily through student vouchers and fee-for-service contracts between the state and institutions of higher education.
	The 2004 enacting legislation established a stipend available to all lawfully present Colorado residents to use to offset their in-state tuition costs at the public (and eligible private) higher education institution of their choice.
	The legislation included two other prominent features: fee-for-service contracts

	were created to now institutions to fulfill a set of specific state needs not exceed
	were created to pay institutions to fulfill a set of specific state needs not covered by the stipend, such as graduate education; and performance contracts negotiated between each institution and the Colorado Commission on Higher Education (CCHE) were to ensure accountability while allowing for greater institutional autonomy and deregulation.
Enterprise Status	Enterprise status is a provision under TABOR which allows an entity to be exempt from the revenue growth and spending limitations of TABOR.
	To qualify as an enterprise, TABOR requires an entity to be a "government-owned business authorized to issue its own revenue bonds and receiving under 10 percent of its annual revenue in grants from all Colorado state and local governments combined." The General Assembly through enabling legislation (Section 23-5-101.5 (2) (b) (I), C.R.S.) defines a grant to be any direct cash subsidy or other direct contribution of money from the State or any local government which is not required to be repaid.
	The College Opportunity Fund Program allows the majority of institutions to retain enterprise status since money received from the stipend and fee-for-service contract is not considered to be a "state grant".
	During Fiscal Year 2009, seven of the institutions of higher education received less than 10 percent of their total revenue from the State and thereby qualified for TABOR enterprise status. The three institutions that did not, Adams State College, Fort Lewis College, and Mesa State College exceeded the 10 percent due to capital contributions received from the State. Even though the three institutions as a whole did not qualify for TABOR-exempt status, each institution retained certain auxiliary facilities or activities which qualify as TABOR-exempt enterprises.
Tuition and Fee Policy	The Governor, legislature, CCHE, DHE and institutions all have a role in tuition and fee policy. Statutes state that the General Assembly retains the ability to approve tuition spending authority for the governing boards and require that the General Assembly annually note the tuition increases it uses to derive the total spending authority for each governing board in a footnote to the Long Bill. Tuition changes are recommended in both budgets submitted to the legislature by DHE/Governor and CCHE. Institution's governing boards annually approve tuition changes within the parameters of the General Assembly's spending authority.
	The footnote for the FY09-10 budget approved by the legislature (Footnote 18) was vetoed by the Governor. The footnote would have allowed the governing boards to increase tuition rates above 9%, and the Governor argued, among other points, that "increasing tuition above this 9% level has the potential to violate the provisions in the American Recovery and Reinvestment Act of 2009 ("ARRA"), Section XIV, which provides that recipients of these funds are instructed to "mitigate tuition increases."
	Fees are also controlled by the legislature, CCHE, DHE and the institutions. Fees that are academic in nature or that are collected to build academic buildings are appropriated by the General Assembly. All other fees require approval by governing boards and/or students prior to assessment. The CCHE has policies on

	student fees which require each institution to have a student fee plan and report fee information to DHE.
Financial Aid Policy	Financial aid consists of state funded, institutional, federal and private aid.
	State funded financial aid is divided into three major categories; need based aid, work-study, and categorical aid. The current policy for need based aid seeks to award a large number of students with a minimum grant. The policy for work-study awards allows 30% of aid to be given to students without need. Categorical aid is given to students based upon specific criteria such as the Native American tuition reimbursement for the student at Fort Lewis College and the National Guard Tuition Assistance Program. State public institutions have been required by statute to devote 20% of revenue from tuition increases above the Consumer Price Index (CPI) to need based financial aid. In prior years, institutions have been required in a footnote to the Long Bill to buy down tuition increases to any students with need to 5% if institutions raised tuition above 5%.
	Institutions provide financial aid to students in need, merit aid or other. The funding may come from alumni, tuition revenue, grants or other sources. Research institutions and private institutions have the most institutional aid available.
	Federal financial aid is the largest source of aid for students. Federal aid provides grants, work-study and loans. Pell grants are the largest source of grant aid and federal loans account for the majority of all financial aid.
	Private scholarships are available to students who meet the qualifications. Examples of private scholarship providers are The Daniels Fund and The Denver Scholarship Foundation.
ARRA Funding	The American Recovery and Reinvestment Act of 2009 (ARRA) provides funds to institutions of higher education to offset the cuts and restore funding for higher ed in FY 2008-09, FY 2009-10 to the FY 2008-09 state funding levels. Due to lower revenue forecasts for FY10-11, the ARRA funds will come up \$56 million dollars short of restoring funding to the FY08-09 level.
Governance Policies	
Statutory Roles and Missions	Each institution has a statutorily defined role and mission which dictates the selectivity of an institution, the type of degrees it may offer, and any special responsibilities of the institution.
Performance Contracts	Performance contracts were implemented with the COF program and allowed each governing board to enter into a contract with the Commission and department. The contracts specify various performance goals and reporting requirements that an institution will meet in exchange for less regulatory oversight in certain areas.
Academic Policies	
Admissions Policies	CCHE establishes admissions standards for undergraduate applicants for admission at public institutions of higher education in Colorado. The policy establishes statelevel admission standards for both first-time freshmen and transfer students. The

	standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Meeting the CCHE admission standards does not guarantee admissions as institutions consider
	a broad range of factors in making admissions decisions. There are three components of the Admission Standards Policy; the index, the Higher Education Admission requirements, and the transfer admission standards.
	All first time freshman applicants and some transfer applicants must meet the Higher Education Admission Requirements (HEAR). HEAR requires applicants that graduate from high school in 2008 and 2009 to meet the Phase One coursework requirements; and applicants that graduate from high school in 2010 and later meet Phase Two requirements. These coursework requirements are in place to ensure that admitted students are prepared to be successful in college.
	The standards established by the Commission in 1987 for an entering freshman were based on the calculation of an admissions index. The index has two components: a student's high school performance (i.e., high school grade point average (g.p.a.) or class rank) and performance on a standardized test.
	The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours. No single scale comparable to that for the freshmen standard has been developed for transfer admission standards, but rather, the standards are based on grade point average from previous collegiate work, transfer hours, and high school record.
P-20 Alignment	Pre-school through post-secondary education alignment has been the center of several pieces of legislation, councils, and cross-governmental working groups all focused on solving problems of high remediation rates, underserved populations and low state funding for education.
gt PATHWAYS and	
Statewide Transfer	gtPATHWAYS and Statewide Transfer are policies to ensure credit transfer of core credits and articulated associates degrees across the state's system of public higher education institutions.
	gtPATHWAYS is a set of general education courses that the state guarantees to transfer. Receiving institutions shall apply guaranteed general education courses to a student's general education or major requirements. Approved courses in gtPATHWAYS are not based on course equivalencies but meet content and competency criteria.
	Statewide Transfer policies typically ensure that students that hold an Associate of Arts or Associates of Science degree at a public Colorado community college will be able to transfer into a public Colorado four-year institution as a junior and only need the junior and senior requirements to graduate in the particular degree field that is articulated in a transfer agreement. Current degree paths for business, early childhood education, elementary teach education, and engineering have been articulated.
CCHE Policies	
Commission Directives	In addition to policies listed above in which the CCHE has authority, there are

numerous other higher education policy directives enumerated in C.R.S. 23 for which the CCHE has responsibility. These include but are not limited to:

- Capital Construction and Long-Range Planning
- Capital Construction Projects Funded through Federal Mineral Leases funds
- Academic program approval
- System wide Planning
- Common course numbering and transfer
- Off-campus instruction
- Reciprocal tuition agreements
- Programs of excellence
- Teacher perpetration programs
- Student fee policies
- Private degree granting institutions